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AUTHOR Hartwig, John
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ABSTRACT

This report describes the structure, format, and processes of Iowa's General Educational Development (GED) test center structure and presents the results, conclusions, and recommendations from an evaluation of that structure. The major purposes of the evaluation were to assess the effectiveness of Iowa's new statewide GED structure, determine strategies to improve the structure, and provide input for further planning and evaluation. Statistical and narrative information was gathered to improve testing services to GED candidates. The evaluation areas included the volume of GED traffic through parent, satellite, and transportation centers; the accessibility of testing centers to GED candidates; the cost effectiveness of the testing program; administration of the new GED structure; and test security. Narrative and statistical summaries are presented for each area. (DWH)

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The GED Experience: Reaching Out to People

Final Evaluation Report of Iowa's Experimental GED Test Structure

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The GED Experience: Reaching Out to People

Final Evaluation Report of Iowa's Experimental GED Test Structure

July 1982

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Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319

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John Hartwig

John Hartwig, Consultant
Adult Education Section
Area Schools Division
April, 1982

Introduction

The purpose of this evaluation report is to present the structure, format, processes, results, conclusions and recommendations based on Iowa's experimental GED test center structure. During 1981-1982 Iowa implemented an experimental testing system which was designed to achieve a comprehensive testing structure for the entire state. A major goal of the new structure was to serve more people with GED testing services at a reduced cost.

At the National Conference of GED State Administrators held in Nashville, Tennessee, during August, 1980, GED Testing Service granted Iowa permission to implement an experimental testing structure designed to achieve the following outcomes:

1. Provide comprehensive coverage of state with GED testing centers
2. Effectively serve more people at reduced operating costs
3. Standardize state reporting system consistent with GED Testing Service reporting system
4. Increase decision making by the chief examiner at local level

Based on these anticipated outcomes, the Department of Public Instruction proposed a plan to GED Testing Service for the contract year beginning February, 1981. The plan proposed that parent center chief examiners analyze the needs of their districts considering the following factors: 1) total volume of testing, 2) cost effectiveness for operating satellite/transportation centers, 3) number of persons (alternate examiners) who have access to the GED tests. Based on this analysis the parent center chief examiner could establish two types of addenda to the yearly contract: 1) a traveling addendum which could establish transportation testing in locations where testing needs exist, but where establishment of a permanent satellite center cannot be justified, 2) a permanent addendum which could establish or maintain a permanent satellite center.

During any given contract year, the parent center chief examiner would have the option to alter the contract addenda to meet the changing needs of the district (i.e., a permanent satellite center could be changed to a transportation center or vice-versa). Under the new procedure the following changes have occurred: All tests and correspondence from GED Testing Service came directly to the parent center chief GED examiner. The examiner physically transported the tests directly to the satellite centers giving the parent center chief examiner greater control over test security. The parent center chief examiner was responsible for ensuring that all communications received from GED Testing Service or the state was passed on to the alternate examiners. And finally, all statistical reporting, both GED Testing Service and Iowa's annual statistical reports, were completed by the parent center chief examiner. Therefore, the responsibilities and role of the parent center chief GED examiner were enlarged under the experimental system.

The new structure incorporated three components: 1) establishment of transportation centers, 2) consolidation and standardization of the ordering, administration, and reporting procedures for the GED Program, and 3) providing the vehicle for improved program planning and communication with ABE/GED staff.

The new structure was implemented under these specifications and has been operating since February 1, 1981.

Background

GED Experience

The establishment of a new GED testing structure arose from the basic need of allowing more people an opportunity to receive GED instruction and testing services. The "GED Experience" concept formulated the philosophical cornerstone for the new structure.

The GED Experience, in Iowa, can be defined as: *"the total instructional, counseling and GED testing components of an educational program of which the ultimate goal is successful completion of the GED tests and receiving the Iowa High School Equivalency Diploma."*

The GED Experience encourages an integrated approach to the three components. It views each as a separate and distinct function requiring different types and degrees of expertise. When viewed as a total concept it suggests a successful integration of the three components into a meaningful educational experience for the GED candidate. Meaningful communication must occur among people involved in all three components of the GED Experience.

General Philosophy of Adult Basic Education

The scope of adult basic education in Iowa is reflected in the *"Philosophy of Adult Basic Education for Iowa,"* revised by the merged area schools' adult basic education coordinators in 1981. The philosophy states:
Adult basic education is an organized effort to provide basic skills to adults, 16 years of age and older, who are not enrolled in school. The purpose of adult basic education as cited in the enabling legislation is to:

- Enable all adults to acquire basic skills necessary to function in society
- Enable adults who so desire to continue their education to at least the level of completion of secondary school
- To make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens

Adult basic education programs are implemented through the merged area schools' adult education delivery system in active cooperation and coordination with human services agencies. The local adult basic education program has the freedom, flexibility, and responsibility to serve those adults lacking basic skills.

Description of Iowa's Adult Education Delivery System

Iowa has an excellent program of adult and continuing education which is operated through the 15 merged area schools' adult and continuing education divisions. The merged area schools were established when the 61st General Assembly, in 1965, approved legislation (Chapter 280A, *Code of Iowa*) permitting the development of a statewide system of post-secondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas. It authorized boards of education of county school systems to plan for the merger of county school systems, or parts thereof, to develop a merged area provided that no local school district be part of more than one merged area.

The merged areas were authorized to develop area schools as either area community colleges or area vocational schools. The statement of philosophy contained in the original enabling legislation and amended in 1967 by the 62nd General Assembly identified the following categories as appropriate educational opportunities and services to be provided by the merged area schools:

1. The first two years of college work including pre-professional education—This does not apply to those merged areas organized as area vocational schools
2. Vocational and technical training
3. Programs for in-service training and retraining of workers
4. Programs for high school completion of students of post-high school age
5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training and are also enrolled in a local school, public or private
6. Student personnel services
7. Community services
8. Vocational education for persons who have academic, socio-economic, or other handicaps preventing their success in regular vocational education programs
9. Training, retraining, and all necessary preparation for productive employment of all citizens
10. Vocational and technical training for persons who are not enrolled in high school and who have not completed high school

The merged area school system in Iowa makes available to all residents of the state a diversified, accessible, and economical adult and continuing educational program. Each merged area school has, as a major instructional unit, an adult and continuing education division. The area schools provide programs for adults in the following areas:

1. Adult basic education
2. Adult secondary education
3. General interest noncredit, including leisure, recreational, cultural, and personal enrichment courses
4. College credit
5. Adult vocational supplementary courses designed to upgrade people in their current occupations
6. Short-term preparatory programs designed to prepare persons for occupational entry
7. Community services

A significant aspect of Iowa's adult and continuing education program is the cooperative agreement. The agreement provides adult and continuing education programs and services at the local community school level.

The merged area school assumes major responsibility for fiscal control and overall administrative responsibility,

reimbursement for services rendered by the local school districts, in-service training for local coordinators and/or instructors, development of course content, syllabi, collection of tuition, payment of instructional costs, and partial payment of supervisory costs.

The local school district assumes responsibility for supervision and facilities at the local level, direct supervision of instructors at the local level, local reporting procedures to the merged area school, and programs to people in the local school district.

The cooperative agreement process provides an effective vehicle for expanding the resources of the present delivery system to the local school districts. Educational programs and services can be initiated, operated, and disseminated by the local school districts, or the local school district may cooperate with existing programs or agencies through an extended cooperative agreement to serve their areas.

An expanded cooperative agreement is an agreement between a merged area school and other institutions of higher education, business and industry, and/or community and state agencies to expand educational programs and ancillary services to people.

The adult and continuing education delivery system has cooperated with various institutions and agencies to deliver education programming and ancillary services to local school districts. Specific adult and continuing programming efforts have been channeled through the following:

- Business and industry
- Institutions of higher education (Regents institutions and private colleges)
- Community and state agencies
- Regulatory and licensing boards
- Other cooperating agencies or groups

The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population in locations across the state. Reaching the adult population and meeting its educational needs is part of the mission and public responsibility of all local, area and state agencies, and institutions. The ABE/GED instructional program and GED testing program operate within this structure and utilize the same resources, agencies, and delivery system.

Time Frames

The time frames for implementation of the new structure were:

September 1980 - Proposed system discussed with all parent center chief examiners. Formal proposal developed and forwarded to GED Testing Service

October 1980 - Developed and disseminated guidelines to chief examiners for their guidance in developing proposal for their geographic area. Face-to face discussion of new system with chief examiners and Hank Spille at state GED examiners meeting on October 8, 1980.

November 1980 - Parent center chief examiners developed and forwarded their proposals to GED state administrator.

December 1980 - GED state administrator completed review of all proposals and forwarded recommendations to GED Testing Service.

January 1981 - Testing contracts written and finalized with each parent center as per their approved personnel.

February 1981 - New testing structure began operations with the new contract year (February 1, 1981, to January 31, 1982).

March 1981 - January, 1982 - Developed evaluation guidelines for new structure, received all statistical and narrative reports from parent center chief examiners.

March 1982 - July 1982 - Prepared statewide evaluation report.

August 1982 - Presented evaluation report at GED state administrators national conference.

Goals and Objectives/Anticipated Outcomes

The new testing structure was developed with the following goals:

1. Provide testing potential within 35-50 mile radius for Iowa residents
2. Provide increased flexibility in test center structure (i.e., satellite, transportation center options)
3. Develop standard reporting procedure at local, state, and national level
4. Improve communication at local, state, and national level
5. Develop prototype for GED testing
6. Enlarge role, scope and responsibility(ies) of parent center chief examiner
7. Increase decision making at local level
8. Provide a vehicle for improved program planning and communication with ABE/GED instructional staff

The anticipated outcomes of the new testing structure were:

1. Providing comprehensive coverage of the state with a combination of parent, satellite and transportation centers
2. Effectively serving more people at reduced institutional operating costs
3. Standardizing state reporting system consistent with GED Testing Service reporting system
4. Increasing decision-making options at the local level

Evaluation Design

The major purposes of the evaluation component were to: assess the effectiveness of Iowa's new GED structure, determine strategies to improve the structure, and to provide input for further planning and evaluation. The evaluation was designed to assess the statewide GED testing program, as opposed to any individual testing program. The ultimate goal was to gather information, both statistical and narrative, so that testing services to GED candidates will be improved.

The evaluation design was built around the goals of the new GED testing structure. The evaluation design collected two types of information, statistical and narrative. The statistical data base was well established with three different kinds of statistical input: 1) DPI computer data base on GED equivalency diploma recipients, 2) *Iowa Annual Statistical Report*, 3) GED Testing Service *Annual Statistical Report*.

The narrative component consisted of evaluation areas which were developed and finalized by the statewide evaluation committee. The information was collected through an evaluation report that each chief examiner completed at the end of calendar year 1981.

Evaluation Areas

A statewide evaluation committee composed of ABE coordinators and parent center chief examiners was formed to evaluate the impact of the new structure.

- Provide input in evaluation strategies, objectives, and criteria
- Develop appropriate instrumentation for the evaluation
- Provide assistance to determine and utilize the final evaluation results in order to improve the GED testing structure
- Determine appropriate evaluation areas and subareas which should be discussed in final evaluation reports submitted to the state administrator for GED testing by the parent center chief examiners

The following areas were selected by the evaluation committee and ratified by the parent center chief examiners and ABE coordinators.

1. Volume of GED traffic through parent, satellite, and transportation centers

   Provide a comparison of traffic patterns through the type of center under the old structure (parent, satellite centers) as opposed to traffic patterns under the new structure (parent, satellite, transportation centers). Discuss the reasons candidates may have tested in a combination of centers (i.e., a candidate may have started testing in a transportation center but finished testing in a parent and/or satellite center). This concept is unique to the new structure and is referred to as "crossover testing."

2. Accessibility of testing centers to GED candidates

   A. Discuss the frequency of testing sessions by center type.
   - Parent and satellite centers: Include a narrative to describe how often testing is provided (i.e., three nights a week, three hours per day, three times a month, etc.).
   - Transportation centers: Discuss the actual number of times testing sessions were held at the transportation centers. State factors which significantly determined testing schedules in transportation centers.

   B. Has the availability of testing in the transportation centers had any significant impact on enrollment in GED instructional programs? Include the major factors which may or may not have contributed to enrollment.

   C. Discuss the impact the new GED delivery system has had on other agencies and organizations in terms of flexibility to provide testing to agencies and organizations (CETA, WIN, Job Corps, institutionalized settings, business and industry, county homes, etc.). Discuss attitudinal changes of candidates, teachers, examiners, and agency or organizational personnel as a result of candidates taking the tests in a familiar environment. Include agency support letters if possible.

3. Cost effectiveness of testing program

   Has the new GED structure proven to be cost effective for your district? Identify those factors which were most significant in determining whether the new structure has been cost effective, for example, establishment of transportation centers, direct costs to testing program, number of people served.

4. Administration of the new GED structure

   A. What types of organizational and administrative changes have occurred as a result of the new GED structure?

   B. What advantages and disadvantages have been experienced as a result of these organizational and administrative changes?

   C. Has a communication network been established with alternate examiners, ABE coordinators, and GED instructors in relation to the new GED structure? Describe the communication process (i.e., meetings, memorandums, center visitations, etc.).

   D. If the district has not made any changes permitted under the new GED structure, state specific reasons for the "no change" status.

5. Test Security

   A. Have provisions for test security under the new structure been adequate? Identify those factors which are most important for test security.

   B. Describe the inservice training program established for new GED examiners in relation to testing policies, procedures, test security and other factors.

6. Recommendations

   Summarize any recommendations as a result of the evaluation
   - Problems with new GED structure
   - Suggestions for further improvement
   - Any other benefits of the new structure

The chief examiners were encouraged to seek input from these groups in completing their evaluation reports: 1) ABE

coordinators, 2) alternate GED examiners, 3) ABE/GED instructors, 4) human services agencies and organizations, 5) other appropriate agencies and organizations.

Evaluation Results

This section of the evaluation report presents the evaluation results. The first section summarizes the results of the narrative evaluation reports submitted by the merged area school parent center chief examiners. The second section presents a statistical summary.

Evaluation Area Narrative Summary

Each of the six evaluation areas, as outlined in the "Evaluation Areas" section of the report, will be presented with the results for each area.

1. Volume of GED traffic through parent, satellite, and transportation centers

Provide a comparison of traffic patterns through the type of center under the old structure (parent, satellite centers) as opposed to traffic patterns under the new structure (parent, satellite, transportation centers). Discuss the reasons candidates may have tested in a combination of centers (i.e., a candidate may have started testing in a transportation center but finished testing in a parent and/or satellite center). This concept is unique to the new structure and is referred to as "crossover testing."

The districts which established transportation centers indicated that testing volume had increased. Six of the 18 parent centers reported some degree of crossover testing. The concept of crossover testing refers to candidates who tested in a combination of centers (i.e., parent/transportation, parent/satellite/transportation, etc). This is a unique feature of the new structure. Current projections indicate that crossover testing will increase as more transportation centers are established. The major reason for crossover testing is the fact that a candidate may start testing in a transportation center but does not want to wait to finish the battery until the next scheduled testing session in the transportation center. Therefore the candidate will go to a satellite or parent center to finish the test battery. The flexibility of the new structure lends itself to increased crossover testing.

2. Accessibility of testing centers to GED candidates.

A. Discuss the frequency of testing sessions by center type

- Parent and satellite centers: Include a narrative to describe how often testing is provided (i.e., three nights a week, three hours per day, three times a month, etc.).

- Transportation centers: Discuss the actual number of times testing sessions were held at the transportation centers. State factors which significantly determined testing schedules in transportation centers.

B. Has the availability of testing in the transportation centers had any significant impact on enrollment in GED instructional programs? Include the major factors which may or may not have contributed to enrollment.

C. Discuss the impact the new GED delivery system has had on other agencies and organizations in terms of flexibility to provide testing to agencies and organizations (CETA, WIN, Job Corps, institutionalized settings, business and industry, county homes, etc.). Discuss attitudinal changes of candidates, teachers, examiners, and agency or organization personnel as a result of candidates taking the tests in a familiar environment. Include agency support letters if possible.

The frequency of testing in the parent and satellite centers is usually on a fixed schedule. Most parent and satellite centers usually offer testing five days a week and on selected evenings. In Iowa, testing primarily occurs on an individual basis. The individualized testing is convenient and flexible for the candidate. Since most referrals to GED testing come from the ABE/GED classes, candidates can test in specific instructional areas when they are adequately prepared through the instructional component of the GED Experience concept.

Three factors determined the frequency of testing in the transportation centers: 1) volume of potential candidates enrolled in ABE/GED classes, 2) scheduling of GED testing sessions with the parent center chief examiner, 3) indication of interest for testing sessions received by the chief examiner from advance publicity on potential testing dates and times.

Clients can test in their own communities in the transportation centers without the loss of work-time. As a result they are more apt to attend instructional programs. The convenience of being able to test in local communities provides a greater impetus for candidates to participate in the GED Experience.

In summary, the major advantages of the transportation centers are:

1. Providing all residents an opportunity to take the GED tests at locations within a reasonable distance of their homes

2. Tieing in the total experience of the ABE/GED classes with the GED examinations

3. Establishing better lines of communication with the ABE instructors in the outlying areas with the concept of the GED program

4. Establishing GED testing services in communities outside the metropolitan area whose residents may need the education and dip'oma to advance in jobs or enter higher education

5. Providing agencies, such as CETA, Vocational

Rehabilitation, Job Service of Iowa, etc., with the opportunity for their clients to better themselves

The transportation centers in the state have allowed:

1. State-wide coverage of the GED program
2. GED applicants to take the tests at reduced travel costs
3. GED chief examiners greater flexibility to determine where and when the tests will be given
4. Closer continuity between the ABE instructional program and GED testing program

The transportation centers have had some impact on enrollment in ABE/GED classes. The major factors were: 1) expanded use of the news media in announcing test dates, 2) greater effort on the part of the examiners and instructors to inform people who did not pass the GED tests of the GED instructional opportunities that exist in local communities, 3) coordinated efforts among the instructional staff, counseling staff and examiners, which is an example of how the GED Experience became operational at the local level.

Many of the evaluation reports included agency support letters which verified the positive effects of a testing structure that allows flexibility in the establishment of transportation sites. Most agencies and organizations perceived that being able to test candidates in a familiar environment such as work locations, training program sites, and county nursing homes resulted in positive attitudinal changes in both agency personnel and candidates. A quote from an agency letter is:

"We truly appreciate the local testing provided. We feel that some of our people might not have completed the testing without the service. Also, we feel that our scores were higher because they were more relaxed, in a familiar setting".

3. Cost effectiveness of testing program

Has the new GED structure proven to be cost effective for your district? Identify those factors which were most significant in determining whether the new structure has been cost effective, for example, establishment of transportation centers, direct costs to testing program, number of people served.

It is difficult to assess the cost effectiveness of the structure now, because the structure has been in place only about 10-11 months. The evaluation reports presented a variety of cost-effectiveness factors. In some cases, the examiners felt the structure was not cost effective from an institution's point of view because of the costs incurred in off-campus testing. The majority of the reports analyzed cost effectiveness considering: 1) candidate costs, 2) promotional and public relations for the merged area schools, 3) potential for increased enrollments in adult education programs and/or full-time preparatory programs, 4) increased candidate earning power either by obtaining a job, or pursuing further education.

Comparison showed candidates' costs were reduced when they tested in the local communities instead of testing in a central location at some distance.

Cost effectiveness can be more easily ascertained after the new structure has been in place for one to three years. The cost-effectiveness factors will continue to be analyzed as chief examiners become more aware of the options available under the new structure. Decisions made about test center configurations at the district level will be made on the basis of locally determined cost-effective factors. One key factor is a basic philosophy stating that the merged area school system in Iowa has the potential to provide as many educational opportunities as possible to all constituents within their districts. Given the flexibility of the new testing structure, many of the merged area schools can provide a comprehensive testing program which can prove cost effective from both an institutional and candidate point of view.

4. Administration of the new GED structure

A. What types of organizational and administrative changes have occurred as a result of the new GED structure?

B. What advantages and disadvantages have been experienced as a result of these organizational and administrative changes?

C. Has a communication network been established with alternate examiners, ABE coordinators, and GED instructors in relation to the new GED structure? Describe the communication process (i.e., meetings, memorandums, center visitations, etc.).

D. If the district has not made any changes permitted under the new GED structure, state specific reasons for the "no change" status.

The evaluation reports indicated that few administrative changes were made as a result of the new GED structure. The one major change which occurred statewide was standardization of reporting and communications procedures. The consolidating and standardizing of ordering, administration, and reporting procedures produced a more systematic approach and reduced staff time. Under the new structure, all satellite centers in any given district reported directly to the parent center chief examiner. This procedure reduces the time spent in administering the testing program at the local, state, and national level due to the fact that under the new structure there are 18 parent centers reporting at the state and national level as compared to 66 centers reporting under the old structure. The result has been improved efficiency in reporting, administration, program communication and coordination of the total testing program.

GED examiners are highly involved with the planning, coordination and delivery of instructional programming and testing services to the GED population. The Department of Public Instruction has made an intensive effort to coordinate the total administration of the GED testing program with the ABE

coordinators, adult deans and directors, and GED examiners. This type of coordination exemplifies the GED Experience.

Some districts have not made any changes in their local GED testing structure. In those cases the parent center chief examiner felt the existing structure met the new goals and objectives, to provide testing services within a 25-40 mile radius of the district population.

5. Test Security

A. Have provisions for test security under the new structure been adequate? Identify those factors which are most important for test security.

B. Describe the inservice training program established for new GED examiners in relation to testing policies, procedures, test security and other factors.

Test security was one of the major concerns in implementation of the new structure. One key issue was whether or not the scoring keys should be taken to the transportation centers. Based on the assumption that test security is no better than the examiner's integrity and attitude toward test security, the decision was made which allowed each parent center chief examiner to decide if test scoring keys should be taken to the transportation centers or kept in the permanent centers. Whichever decision the examiner made, the policy had to be uniform on a district-wide basis. As a result of this option, there have been no test compromises in transportation centers since the inception of the new structure.

All chief examiners are keenly aware of the importance of maintaining secure tests. Each evaluation report outlined in specific detail the methods and procedures used to maintain test security. The districts which established transportation centers developed elaborate and innovative procedures to maintain test security. The state administrator for GED testing constantly stressed the importance of test security.

6. Recommendations

Summarize any recommendations as a result of the evaluation

- Problems with new GED structure
- Suggestions for further improvement
- Any other benefits of the new structure

Several of the evaluation reports offered recommendations and suggestions regarding the new structure. Most of the recommendations dealt with local concerns, and were not intended for statewide consideration. On the other hand, there were specific comments that have significance for the statewide effort. A summary of these comments follows:

The student survey conducted throughout the district was highly complimentary of the transportation centers. The ABE instructors felt more lead time was needed between the time news media received the information, and the actual test dates. The instructors needed more time to screen individuals with the GED pretests who had not been involved previously with ABE instruction. The major benefit derived from the transportation centers was the total experience students acquired from having easy access to both the instruction and testing programs. Students knew that as they completed preparatory work, the tests would be available to them in a familiar setting.

The greatest benefit of the new GED structure to the district seems to be the flexibility of the program. The ability to make decisions at the local level regarding which testing structure is best for the district and the option of altering this structure as needed is an asset for the district and the students served.

Chief examiners and ABE coordinators should continue to share concepts that did or did not work in the implementation of the GED testing program.

Continue to integrate GED testing program data with state and regional conferences. This could be expanded to include sharing of new ideas, approaches, and statistics with directors of community education and superintendents through an occasional newsletter from Giles Smith's office.

Continue support at the state and national level to address the dissonance between test security needs and the function of providing GED testing as a service on a wider scale.

Continue emphasis on integrating the GED testing program into one of the overall functions of the area community college, that is to meet the needs of the under-educated adult.

The new GED structure across the state of Iowa has resulted in better, more comprehensive and efficient testing services for the citizens of the state. The Iowa structure continues to work well.

This new structure has been of great service to the district in providing GED testing. Communication between GED instructors and GED candidates has improved. Many instructors will come to the testing site to see if their students are following through with GED testing.

Statistical Analysis

Data based on the following reports summarizes the significant trends: 1)*Iowa Annual 1981 GED Statistical Report*, 2) General Education Development Testing Service 1981, *Annual Statistical Report*, 3) *1981 Annual Statistical Summary of Candidates Who Received the Iowa High School Equivalency Diploma*

1. 10,753 candidates were tested in Iowa during 1981 (unduplicated headcount). This represents a 4.02 percent increase over 1980

2. 63 percent passed by Iowa state standards (minimum standard score of 35 on each test *and* an average standard score of 45 on all five tests) on initial testing

3. 4 percent passed by Iowa state standards on retest

4. 67 percent passed by Iowa state standards on initial test and retest

5. 25 percent did not complete the entire test battery

6. 48 percent of all testing occurred in the parent centers

7. 44 percent of all testing occurred in the satellite centers

8. 20-25 percent of all testing occurred in the transportation centers in those districts which have implemented transportation centers

9. 65 percent of total volume tested completed the 10th or 11th grade of postsecondary school

10. The following percentages are based on age cohorts for total volume tested:

Age Cohort	Percent
16	.53
17-20	51.75
21-29	28.67
30-39	10.06
40-49	5.57
50-59	2.80
60+	.62

11. 62 percent of the diploma recipients indicated the two main types of referrals for GED testing were through ABE/GED classes or self-referral.

12. 73 percent of the diploma recipients indicated the two main reasons for taking the GED tests were education/training and personal satisfaction

The three reports collectively provide comprehensive base-line data for Iowa's new GED structure.

Conclusions, Recommendations and Summary

All conclusions and recommendations listed in this report are based on local testing center evaluation narrative reports, all 1981 statistical reports, personal observations of chief examiners, ABE coordinators and the state administrator for GED testing.

Conclusions

1. The goals established for the new structure are being successfully implemented and/or achieved after one year of operation.

2. The anticipated outcomes of the structure are being achieved.

3. The GED Experience concept, as defined for Iowa, is working at the local level.

4. There has been increased communication, cooperation and coordination among the instructional, counseling and testing components of the total GED program.

5. The new structure has the necessary flexibility to meet local needs.

6. The structure is providing the outreach necessary for GED testing to be fully accessible to every resident in Iowa.

7. The parent center chief examiners and ABE coordinators are supportive and enthusiastic about the options available under the new structure.

8. Test security has not been compromised as a result of the new structure.

9. The full potential of the structure has not yet been realized after one year of operation.

Recommendations

Based on the information presented in the evaluation report, the state administrator for GED testing in Iowa recommends that the General Educational Development Testing Service grant the state of Iowa permanent approval status for the experimental testing program.

Summary

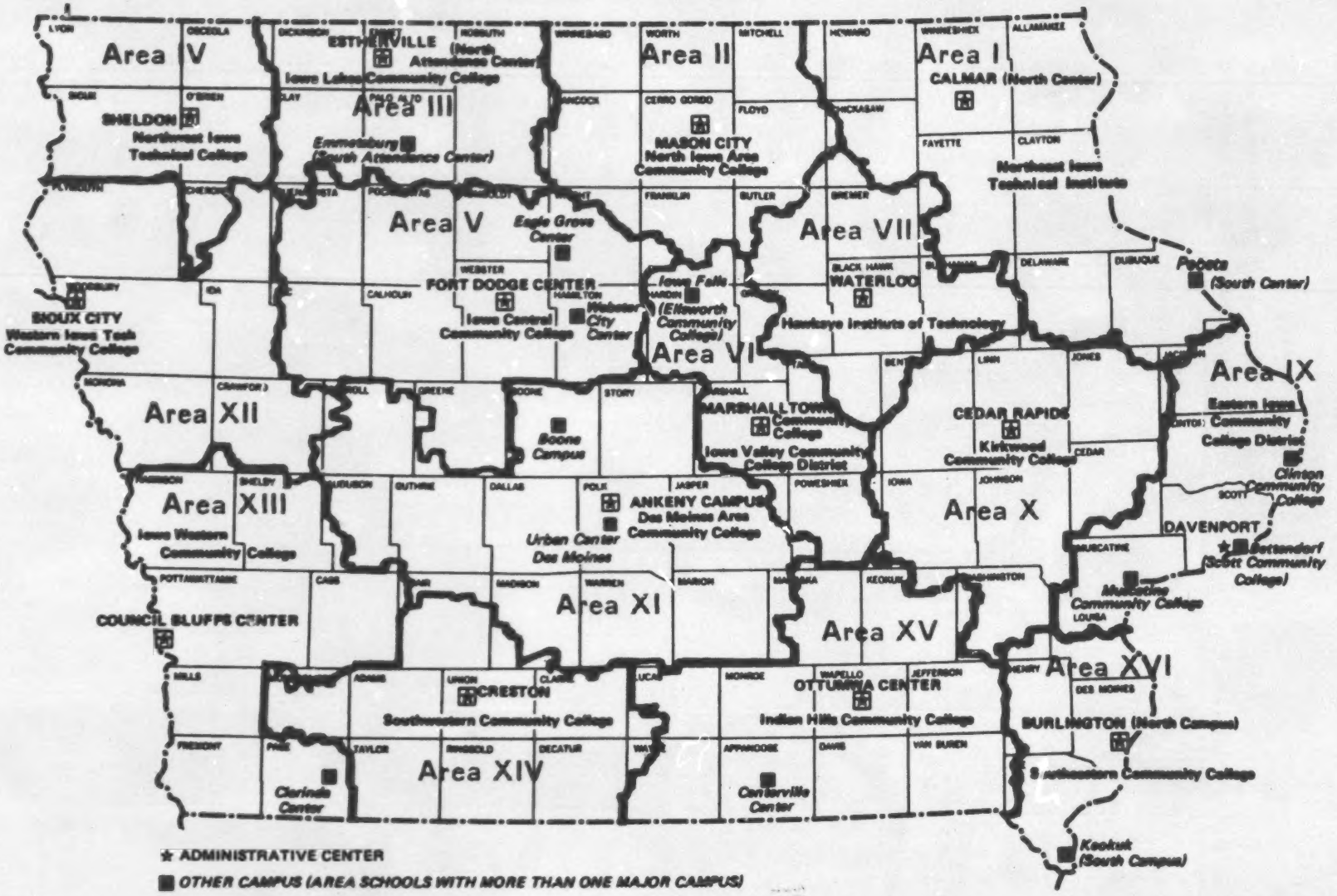
The purpose of this evaluation report was to present an overview and analysis of Iowa's new GED testing structure. The essence of the new structure can best be summarized by an observation made by a parent center chief examiner who stated: "Since the implementation of the new structure, I have gained a greater awareness of the major purpose of the GED testing program. I now feel I have the flexibility in my local testing program to offer more adults a 'second chance' for a meaningful life".

Appendices

Merged Area Schools

Appendix A

(Iowa Area Community Colleges and Area Vocational Schools)



Number of Parent Centers, Scoring and Storage Centers, and Transportation Sites in Iowa as of May 3, 1982

Appendix B

	Parent Centers	Scoring and Storage Centers (Satellite)	Transportation Sites	Total Number of Testing Centers and Testing Sites	Total Number of Examiners
1.	Northeast Iowa Technical Institute: Peosta, Iowa	4	9	14	8
2.	North Iowa Area Community College: Mason City, Iowa	3	0	4	8
3.	Iowa Lakes Community College: Estherville, Iowa	3	0	4	9
4.	Northwest Iowa Technical College: Sheldon, Iowa	0	0	1	4
5.	Iowa Central Community College: Fort Dodge, Iowa	4	1	6	10
6.	Iowa Valley Community College: Marshalltown, Iowa	3	2	6	5
7.	Hawkeye Institute of Technology: Waterloo, Iowa	0	4	5	4
8.	Eastern Iowa Community College District: Davenport, Iowa	2	8	11	5
9.	Kirkwood Community College: Cedar Rapids, Iowa	4	7	12	8
10.	Des Moines Area Community College: Ankeny, Iowa	5	25	31	20
11.	Western Iowa Technical Community College: Sioux City, Iowa	4	1	6	6
12.	Iowa Western Community College: Council Bluffs, Iowa	6	0	7	9
13.	Southwestern Community College: Creston, Iowa	0	1	2	5
14.	Indian Hills Community College: Ottumwa, Iowa	1	7	9	6
15.	Southeastern Community College: West Burlington, Iowa	4	1	6	9
16.	Council Bluffs Public School: Council Bluffs, Iowa	1	0	2	2
17.	Davenport Community School: Davenport, Iowa	0	0	1	3
18.	Iowa State Department of Public Instruction (Vocational Rehabilitation Education and Services Branch): Des Moines, Iowa	4	0	5	6
Total 18		48	66	132	127

Appendix C

General Educational Development Testing Service
1981 Calendar Year Annual Iowa
Composite Statistical Report

Test Edition

		English	Spanish	Large Print	Total	%
(1)	(1a) Number of persons who completed the battery for the first time in 1981	7,582	17	2	7,601	70.69
	(1b) Number of persons who completed the battery in prior years and were retested in 1981	502			502	4.67
	(1c) Number of persons tested in 1981 who have not yet taken all tests in the battery	2,646	4		2,650	24.64
	(1d) TOTAL	10,730	21	2	10,753	100.00

(2) Number of persons who qualified for state credential: 7,144 (38.16%; N = 8,103)

(3) Highest Grade Completed: (Number of examinees at each level; N = 10,753)

Grade	N	%	Grade	N	%	Grade	N	%
6 or below	43	.40	9.	2,243	20.86	11.	3,441	32.00
7.	98	.91	10.	3,546	32.98	12.	310	2.88
8.	1072	9.97						

(4) Ages of Examinees: (Number of examinees at each level; N = 10,753)

Age	N	%	Age	N	%	Age	N	%	Age	N	%	Age	N	%
16.	57	.53	22.	497	4.62	28.	189	1.76	34.	106	.99	40.	77	.72
17.	1799	16.73	23.	375	3.49	29.	166	1.54	35.	89	.83	41-49.	521	4.85
18.	1904	17.71	24.	358	3.33	30.	130	1.21	36.	106	.99	50-59.	301	2.80
19.	1068	9.90	25.	317	2.95	31.	117	1.09	37.	109	1.01	60 or older.	66	.61
20.	797	7.41	26.	253	2.35	32.	130	1.21	38.	103	.96			
21.	732	6.81	27.	196	1.82	33.	106	.99	39.	84	.78			

(5) Number of persons who qualified for education or training beyond the high school level 4,795

(6) Level of Testing Activity in 1981 29,816

Appendix D

Iowa Annual GED Statistical Summary Report for Calendar Year 1981

Parent Center	Total Number Tested	Number Passed Initial Testing	Number Failed Initial Testing	Total Initial Testing	Number Passed Retest	Number Failed Retest	Total Retest	Number of In-Completes	Number Non-Residents	Number Tested Parent Center	Number Tested Satellite Centers	Number Tested Transportation Centers	Number Tested in Multiple Centers
Northeast Iowa Technical Institute	593	423	36	459	20	21	41	93	35	*381	212	43	43
North Iowa Area Community College	298	151	9	160	10	9	19	119	4	225	73	0	0
Iowa Lakes Community College	197	115	0	115	7	11	18	64	0	23	174	0	0
Northwest Iowa Technical College	100	51	5	56	5	3	8	36	0	100	0	0	0
Iowa Central Community College	397	222	20	242	17	2	19	136	0	296	101	0	0
Iowa Valley Community College	357	250	27	277	8	5	13	67	0	*0	180	183	6
Hawkeye Institute of Technology	681	410	19	429	42	32	74	178	0	*659	0	45	23
Eastern Iowa Community College	1,526	966	198	1,164	57	35	92	270	545	897	629	0	0
Kirkwood Community College	918	584	49	633	43	42	85	200	27	583	323	12	0
Des Moines Area Community College	1,953	1,221	78	1,299	26	21	47	607	0	*260	1,371	387	45
Western Iowa Technical Community College	737	496	23	519	13	18	31	187	15	533	113	91	0
Iowa Western Community College	549	342	13	355	7	7	14	180	4	0	549	0	0
Southwestern Community College	156	92	13	105	2	3	5	46	1	*131	0	26	1
Indian Hills Community College	574	303	42	345	19	4	23	206	57	*380	76	136	18
Southeastern Community College	860	527	80	607	74	24	98	155	345	400	460	0	0
Burlington High School	20	10	0	10	1	0	1	9	0	20	0	0	0
Council Bluffs Public Schools	233	177	26	203	15	11	26	4	120	0	233	0	0
Davenport Community School District	238	156	54	210	15	11	26	2	37	238	0	0	0
DPI-Rehabilitation	366	260	7	267	7	1	8	91	0	69	297	0	0
State Total	10,753	6,756	699	7,455	388	260	648	2,650	1,190	5,195	4,791	903	136

*Represents duplicated headcount

Appendix D

Iowa Annual GED Statistical Summary Report for Calendar Year 1981

Parent Center	% Passed Initial Testing	% Failed Initial Testing	% Passed Retest	% Failed Retest	% of In-completes	% of Non-Residents	% Of Total Initial & Retest	% Tested Parent Center	% Tested Satellite Centers	% Tested Transpor-tation Centers	% Tested in Multiple Centers
Northeast Iowa Technical Institute	71	6	3	4	16	6	74	60	33	7	7
North Iowa Area Community College	51	3	3	3	40	1	54	76	24	0	0
Iowa Lakes Community College	58	0	4	6	32	0	62	12	88	0	0
Northwest Iowa Technical College	51	5	5	3	36	0	56	100	0	0	0
Iowa Central Community College	56	5	4	1	34	0	60	75	25	0	0
Iowa Valley Community College	70	8	2	1	19	0	72	0	50	51	2
Hawkeye Institute of Technology	60	3	6	5	26	0	66	94	0	6	3
Eastern Iowa Community College	63	13	4	2	18	36	67	59	41	0	0
Kirkwood Community College	64	5	5	4	22	3	69	64	35	1	0
Des Moines Area Community College	63	4	1	1	31	0	65	13	69	18	2
Western Iowa Technical Community College	67	3	2	3	25	2	69	72	16	12	0
Iowa Western Community College	62	2	2	1	33	1	64	0	100	0	0
Southwestern Community College	59	8	2	2	29	2	60	84	0	16	0
Indian Hills Community College	53	7	3	1	36	10	56	64	13	24	0
Southeastern Community College	61	10	9	2	18	40	70	47	53	0	0
Burlington High School	50	0	5	0	45	0	55	100	0	0	0
Council Bluffs Public Schools	76	11	6	5	2	52	81	0	100	0	0
Davenport Community School District	66	22	6	5	1	16	72	100	0	0	0
DPI-Rehabilitation	71	2	2	0	25	0	73	19	81	0	0
State Total	63	7	4	1	25	11	67	48	44	8	1